FIRST GRADE.

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REVIEW FOR NOVEMBER.

Home economics.—The children of the first grade have enjoyed nothing more keenly than the cooking period. Each day some child inquires: "Is this our day for cooking?" The only reason that every day is not "our day for cooking" is that the present conditions do not offer sufficient accommodations to permit it.

No other subject allows more opportunity for keen attention and independence of action, requires a greater use of a child's previous experiences and interests, or offers more opportunities for social intercourse. To a large extent, the results are the child's criticism of his work. The lack of concentration which allowed the cocoa to boil over, the carelessness which misread the receipt, is criticised by its inevitable result. There is no indirect imposed punishment or reward.

We cook in order to have something to add to the pleasure of the lunch hour. The motive is a real one, and the honesty of the children's effort is proportional. To do the work in the best way demands the use of reading, writing, and number, and the interest behind it gives a purpose to the necessary drill upon this formal side. To illustrate, the first time the children made cocoa the directions were written upon the blackboard and read to them, item by item. The receipt was as follows: 1 teaspoonful of cocoa, 1 teaspoonful of sugar, 1 cup of boiling water, 1 cup of hot milk, a pinch of salt.

Each child keeps a written receipt of everything that we make, but this one was too long, required too many new words, to ask the children to write it. Yet, the next time they made cocoa they would need these words; so they wrote the list of materials necessary — cocoa, sugar, water, milk. In their next lesson they made one new thing, but repeated the making of cocoa. This time the full receipt was put upon the board in the cooking-room, and the children, having previously written the names of materials, were able, with very little help, to read it. During the cooking, when help was needed, the children were referred to the written directions.

The following week the first grade entertained the second grade at luncheon. The children were divided into three groups: the dish committee, which was responsible for setting and clearing the table; the table committee, which converted the separate desks into a long table; and the serving committee, which attended to the needs and comforts of the guests. Two children each day made the cocoa.

When planning to set the table, the children found that there were twelve in the first grade and eight in the second. They were unable to make the necessary addition, so just at that time twenty minutes were devoted to teaching

the addition of two numbers, the sum not exceeding twenty. The process was shown several times, and was followed by drill to gain rapidity of work. In the first instance every child's concentration was intense, because, in order to set the table, it was necessary to find the sum of $12 + 8$. The consciousness of a little power that came from that understanding of the process made the drill which followed a pleasure.

The following day the question arose in another form. There happened to be a dozen plates in the grade-room cupboard. How many must be brought from the cooking-room? The answer to this the majority of the children found readily, being apparently quite unconscious of the change of process.

Cocoa was prepared for these twenty people. The receipt was written for four people as follows: 1 ½ tablespoons of cocoa, 2 tablespoons of sugar, 1 pint of boiling water, 1 pint of hot milk. Five times the first item the children worked out by picturing it on the blackboard. 5×1 pint they converted into terms of pints and quarts by actual measurement. The completed receipt the children read and then worked from independently. It is now ready to be written in our receipt books.

History.— In telling the story of forms of shelter, other than the modern house, as trees, caves, cliffs, and wigwams, so many questions were asked as to how primitive people lived that we devoted our time largely to answering them, verifying our conclusions, as far as possible, by spending a morning in the Field Columbian Museum. While at the museum, the children tried to find answers to the following definite questions which had arisen, and each child worked almost independently during his visit: What did the Indian use to cut down trees for the poles of the wigwam? How did he kill animals to get skins? What did he use for the string of his bow? What did he use for the point of his arrow? How did he make fire without any matches?

During the visit, the children made sketches of things they wished to remember. Afterward they modeled them in clay.

Geography.—The work with the pebbles from the lakeshore (see outline for December) was done by the pedagogic students during the practice period. It was not possible to complete the work, and the regular teacher will continue it in December. The review of it will appear in February.

Science.—The children began to make more systematic records of the weather. They observed the direction of the wind, the color of the sky, noted when it rained or snowed, and commenced the reading of the thermometer. We put the thermometer into hot and cold water, noting rise and fall of the mercury. An enlarged picture was put on the blackboard showing, by a short horizontal line, each degree from zero to one hundred. In reading this we counted from 0° to 10°; then, in counting from 10° to 20°, we again counted 1, 2, 3, 4, etc., so that at 20° the children read 10°; immediately one child said: "That is two tens." In this manner we counted the degrees from zero to one hundred, and, disregarding the euphony of sound

which calls four tens forty, eight tens eighty, etc., we kept the original term, which suggested more plainly the numerical relationships. Thus, the children read 72° as seven tens and two degrees.

The actual thermometer was shown and the explanation made that, for the sake of economy of space, the alternate marks were omitted. The pupils erased the 1, 3, 5, 7, and 9 degree marks from the diagram and read those which remained 2, 4, 6, 8, and 10 degrees. Now they were ready to begin the daily reading of the thermometer.

JANUARY OUTLINE.

History.— Continue work on playhouse.

Literature.— "Mowgli's Admission to the Wolf Pack" and "Tomai and the Elephants," from the *Jungle Book.*

Geography.— The children's problem will be: How is it possible that we have fruit at this time of the year? In the early autumn we painted the ripe fruit and vegetables; later, on the farm, we saw the trees bare and the garden empty. As a partial answer to the question, we shall visit a cold-storage warehouse; as a further answer we shall visit the South Park conservatory, and through pictures and stories try to build up an image of a tropical country.

The references for geography will consequently be the same as those for literature, because both subjects demand a knowledge of the appearance of a tropical country; and because the stories are of India, it will be that particular tropical region which we shall study.

REFERENCES: Thomas Stevens, *Around the World on a Bicycle;* Johonnot, *Natural History;* Johonnot, *Geographical Reader;* Recluse, *Earth and its Inhabitants,* Vol. III; Sir James Tennent, *Ceylon.*

Science.— The science work will continue the geography outlined above, with a study of sources of grains and meats used as food.

The trip to the cold-storage house will contribute to this; and we shall need to make, besides, a trip to a flour mill and to the Stock Yards. While at the Stock Yards we shall drive among the live pens and visit one of the large packing houses, but we shall keep entirely away from the slaughter houses. We shall visit the round house of the Rock Island Railway to see means of transportation. Should sufficient interest result from this visit, we shall make means of transportation the study for another month.

Number.— Making of a portfolio to hold children's work. The new mathematical point required in this work will be $\frac{1}{8}$ of an inch.

Music.— "Foreign Children;" Eleanor Smith, "The Sims' Travels," *Twelve Songs for Twelve Boys;* Eleanor Smith, "The Tree in Winter," *Songs for Little Children,* Book II.

Dramatic art.— Dramatization of a story from the *Jungle Book.*

Home economics.— Hemming floor cloths for the cooking-room. Preparation of two or more articles for lunch.